Theme 3

How the world works

Chapter (1) : The Nile I Know

Chapter 1



Lesson 1

Nour gets exciting news

For Parents

- To help students to know the towns on the Nile.
- To help them how to use the map to identify regions in Egypt .
- Create a legend for a topographic map.

Read the story :

Most of the family was already eating when Nour Came to the breakfast table.

Grandma said, "Good morning, Nour. We have some exciting news for you".

"Good morning, Grandma," Nour said. "What is the news?"

"May I tell her, Grandma?" Samir said, wiggling in his seat "May I ,please?"

"Of course, Samir," Grandma answered. "please tell Nour our news."

"We're going on a trip"

"This sounds fun. Where are we going?" Nour asked.

"That's the best part," Sara said. "We get to decide where we are going."



"O, wow!" Nour said. "This is going to be fun."

Vocabulary

exciting	مثير	Seat	مقعد	trip	رحلة
news	أخبار	of course	بالطبع	decide	يقرر
Wiggling	يتلوى	please	من فضلك		

Answer the following questions:

(1) Who is at the breakfast table?

....

(2) What is the news?

....

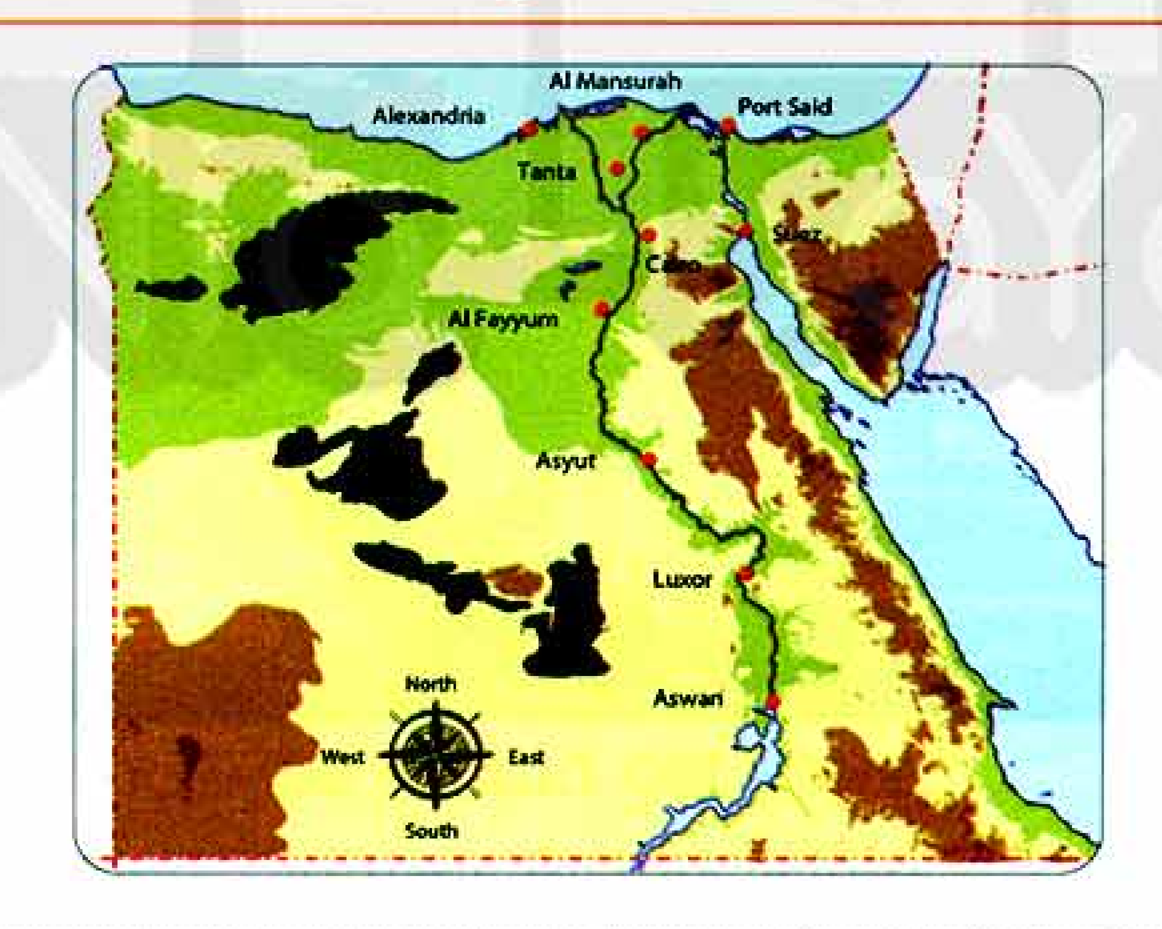
(3) How does Samir feel about the news?

....

(4) Where is the family going?

....

Identify the cities along the Nile River using the map:



....

....

....

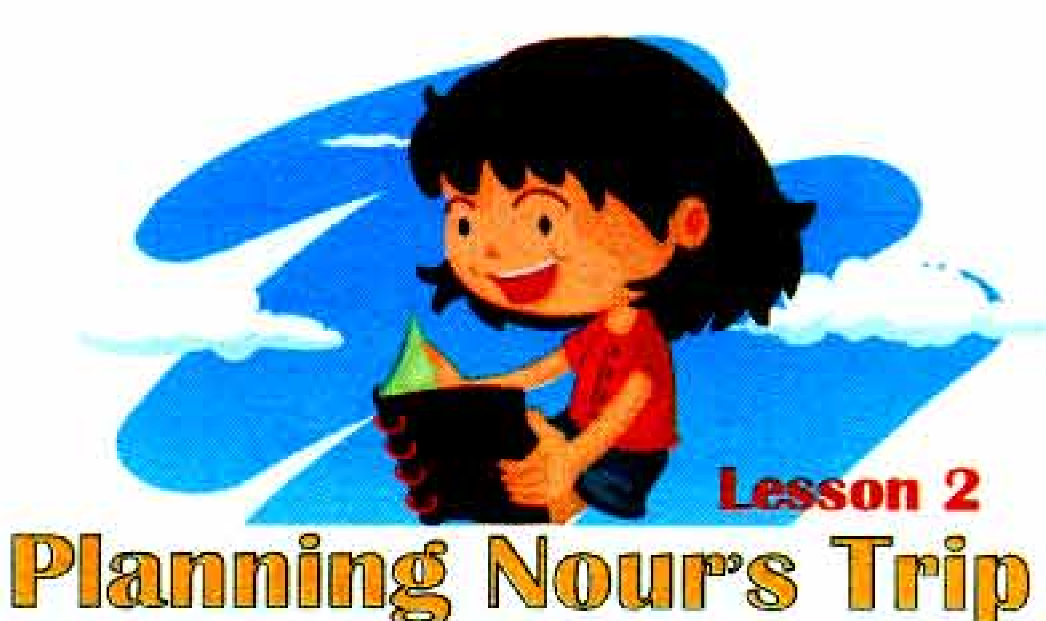


How do the land, water and air affect people? and how do people affect them?

In the desert	along Nile River
Growing crops will be more difficult.	We can plant a lot of crops.
Land is yellow.	Land is green.

Share your friends to plan a trip and choose a city using the map:

Chapter 1



Lesson 2

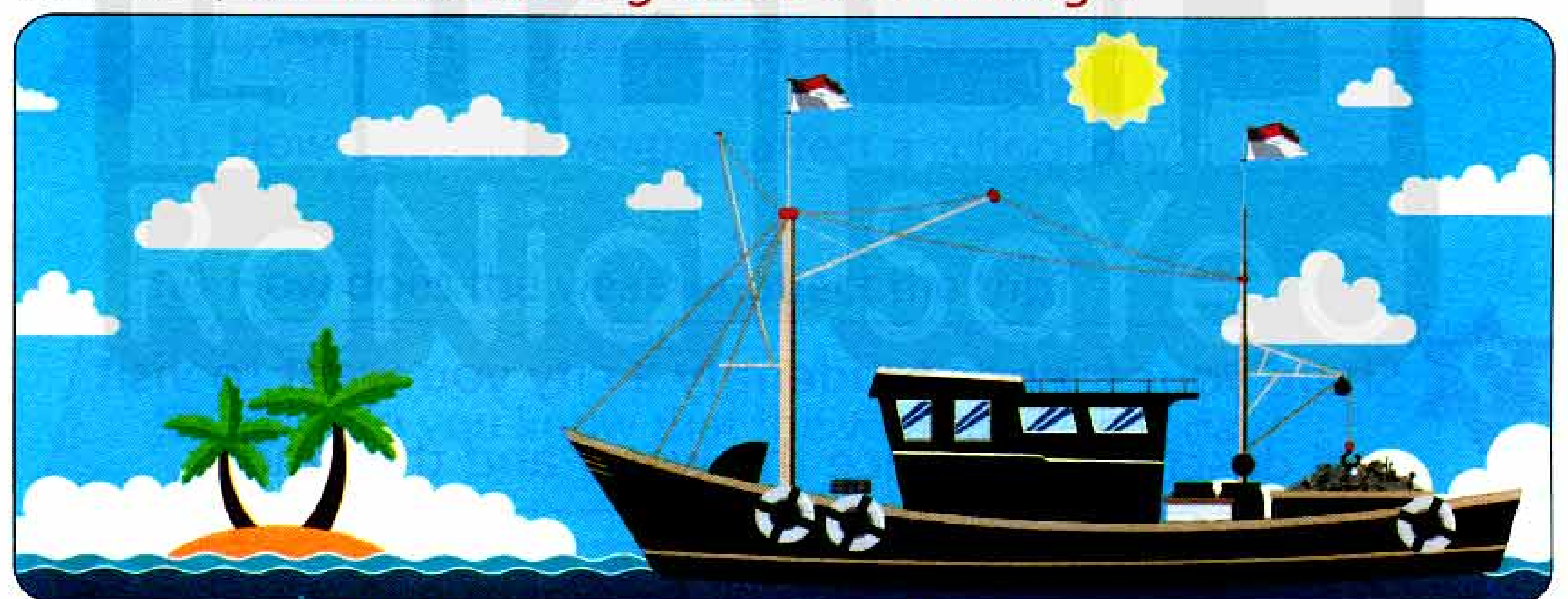
Planning Nour's Trip

For Parents

- Investigate different types of boats.
- Build a model boat.
- Order a set of objects from Least to greatest.

Read the story and Answer the questions :

When Nour's father came home from work, he found Nour, Sara and Samir sitting at the kitchen table, Looking at a big map of Egypt.
"What are you children Looking at on the map?" Nour's father asked.
Samir said. "We are planning the big trip."
Sara said, We are wondering where we should go.



Nour added, " And how we should get there."
"What are the choices? "Nour's father asked.
I want to go on a boat ride, "Samir said "And may be some fish."
"A boat ride sounds fun," Nour's father said.
"Yes," Nour said , May be we could go on a river boat tour of the NileRiver."

Vocabulary

Plan a trip خطة رحلة	Wonder يستغرب	a boat ride يركب قارب
Found وجد	add يضيف	
Kitchen table منضدة المطبخ	Choice إختيار	decide يقرر

? Build three models of boat and draw them: ......

Tell us the materials you will use : ....

....

....

....



Share your friends to identify a city you want to visit and describe it whence the water and the land:

....

....

....

....

....

Chapter 1



Lesson 3 and 4

Weather and our world

For Parents

- To help students to read a weather map.
- To build an anemometer.

Vocabulary

Anemometer مقياس الرياح	West غرب	South جنوب
Celsius درجة منوية	North شمال	directions إتجاهات
Thermometer ميزان الحرارة	east شرق	Identify يحدد

Answer the following questions:

(1) How does the weather affect a school day?

....

(2) How does the weather affect the trip?

....

(3) How do you know that the weather Like today?

....

Using the map find your town and talk about it?

....

....

....

....



Try to watch the weather through the days of the week and write the temperatures :

Days of the week	Sky	Wind	Daytime temperature	Nighttime temperature
Saturday			°C	°C
Sunday			°C	°C
Monday			°C	°C
Tuesday			°C	°C
Wednesday			°C	°C
Thursday			°C	°C
Friday			°C	°C

Use these symbols in the table above:

Wind	Very windy	A little windy	No wind
Sky	Sunny	Partly cloudy	Cloudy



Using the map mark your town and plan a trip to Giza and talk about your plan trip:

....

....

....

....

....

Do a research for a trip to Giza :

....

....

....

....

....



Match:



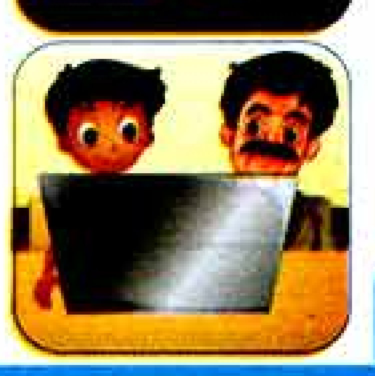
(1) Nour came from school.



(2) Grandpa and Samir sitting at the computer.



(3) Grandpa and I are planning our trip.



(4) There are 100 pyramids in Egypt.

Chapter 1



Lesson 5 and 6

Cities in Egypt

For Parents

Students will:

- Use observation skills to explain erosion.
- Model wind and water erosion by experimentation.
- Conduct team behaviors to complete a task.

Vocabulary

erosion	تعرية – تآكل	cardinal directions	الجهات الأصلية
Stream	جدول		

? Using the map calculate the distance from your home town to cities in Egypt:

City	Number of scale segments	Distance from Home Town
Alexandria		
Matrouh		
Al Fayyum		
Al Minya		
Asyut		



Place the following cities in order of distance from your home town ,from closest to farthest :

Port said - Al Arish - Al Ismailia - Suez - Cairo - Bani suwayf
Al Tur – Sharm el-sheikh – Hurghada

Closest ....

....

Farthest ....

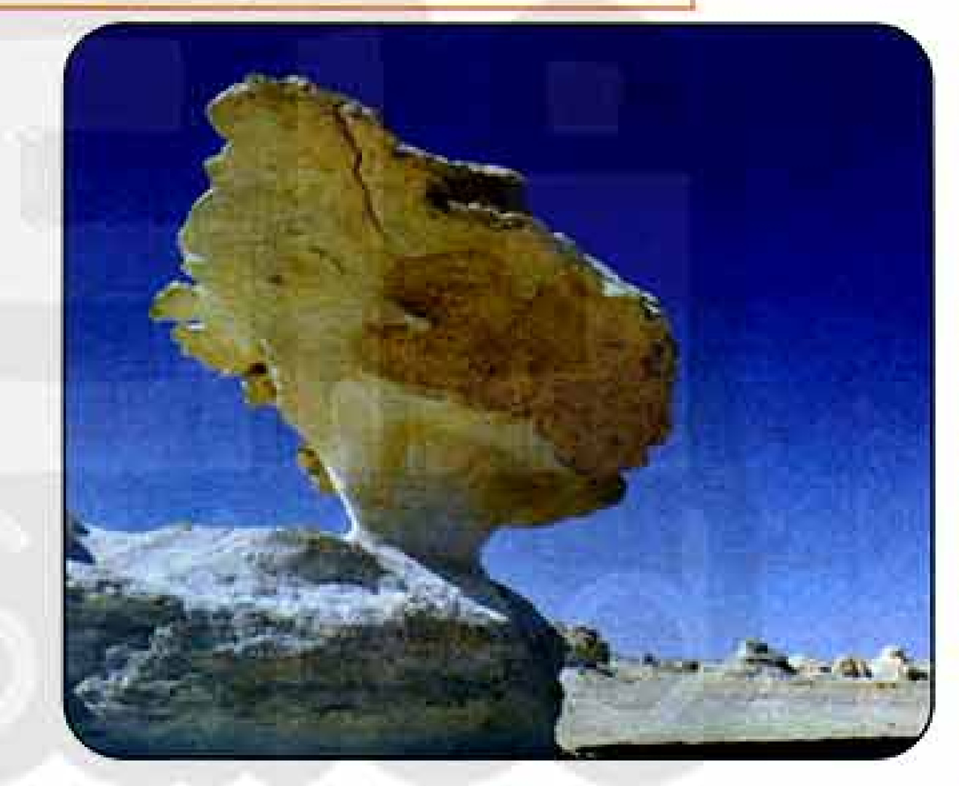
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look at the photographs . what do you notice?
How could these formations be made ?



Sand Dunes



White Desert



Bolivian Plateau

Answer the following questions:

(1) What has happened to the earth around the water?

....

(2) What caused the change?

....

(3) How could water make this happen?

....

(4) How do you think water erosion has affected our Nile River?

....

Use what you know about a city to choose for tourists to visit.Tell them about the weather ,the places and informations about it .

....

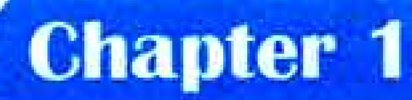
....

....

....

....







Lesson 7

Cities to visit

For Parents

Help students to research cities of Egypt using technology.

- To collaborate to determine important information.
- Define tasks and complete specified goals.
- Discuss key details in a story.

Vocabulary

high عالى	Site موقع	manner أسلوب ـ طريقة
low منخفض	measure قياس	gurgling غرغرة
typical نموذجي	information معلومات	Coral reefs شعب مرجانية
range مدى	excited متحمس	leader قائد ـ زعيم
Conditions شرط ـ حالة	snorkel الغطس	



Visit different sites to know information about a city in Egypt including the weather, sites you visit and the measures.

Sites to visit	The weather		What to see
	A daytime	At night	
....	....	....	....
....	....	....	....
....	....	....	....
....	....	....	....

Hossam knocks at nour's front door .
He has not seen Nour for Several days.
Hossam has news to tell Nour and her family.
Nour opens the door. "Hi, Hossam" she says. "My brother and I were just thinking about places to visit on our trip".
Hossam is excited to share his trip with Samir and Nour. "I came to share an idea with you. I just returned from hurghada. I had so much fun there. Maybe you will want to add Hurghada to your list."



Samir asks , "What is in Hurghada?"





Hossam shows pictures to Samir and Nour. "It has beautiful beaches and is along the Red Sea. It was warm during the day and cooler at night. I learned to snorkel and got to see coral reefs. we had to be very careful when we were in the water. they also had restaurants with delicious food".
Samir turns to Nour." I think hossam has a very good idea. Hurghada is not on the Nile, but maybe we can add it to our list. Thank you, Hossam"

? Answer the following questions:

(1) What were Samir and Nour doing when Hossam came to visit ?

....

(2) Did Hossam enjoy his trip? How do you know?

....

(3) Why do you think Hossam had to be careful when snorkeling?

....

(4) What do you still wonder about the story?

....

Chapter 1



A RADIO COMMERCIAL BY FRIENDS

For Parents

To help students to:

- Use proper information and emotion when reading a script orally.
- Determine important elements to include in a commercial.
- Collaborate to write a radio script.

Listen and follow along as the teacher reads the commercial:

Hossam: Hello, everyone. this is Hossam. I am here in Hurghada with my friends Nour and Samir.

Nour: Hi out there in radioland.

Hossam: Nour, where's Samir?

Samir: (gurgling sound) Sorry Hossam. I was underwater looking at the coral. can I go back down?

Hossam: Samir, we are on the radio. Our friends are listening now.

Samir: Sorry. Hi everyone. you should be here in Hurghada with us. we are having so much fun.

Nour: yes, the weather is beautiful here. It is 21 degrees Celsius. The sun feels so good.

Hossam: I had fun playing with new friends on the beach. We built a sand pyramid.

Samir: Can I go back in the water now?

Nour: Samir, use your manners.

Hossam: It is okay, Nour. Our time is almost over. Everyone out there in radioland, come visit Hurghada. You and your family will have fun here. The weather is good, the sea and the f ish are beautiful, and I love the food.

Samir: Yes. Come play in Hurghada. First one to the water wins. Good bye everyone in radioland.



Work with your team to create a radio script ,and identify the city and describe it.





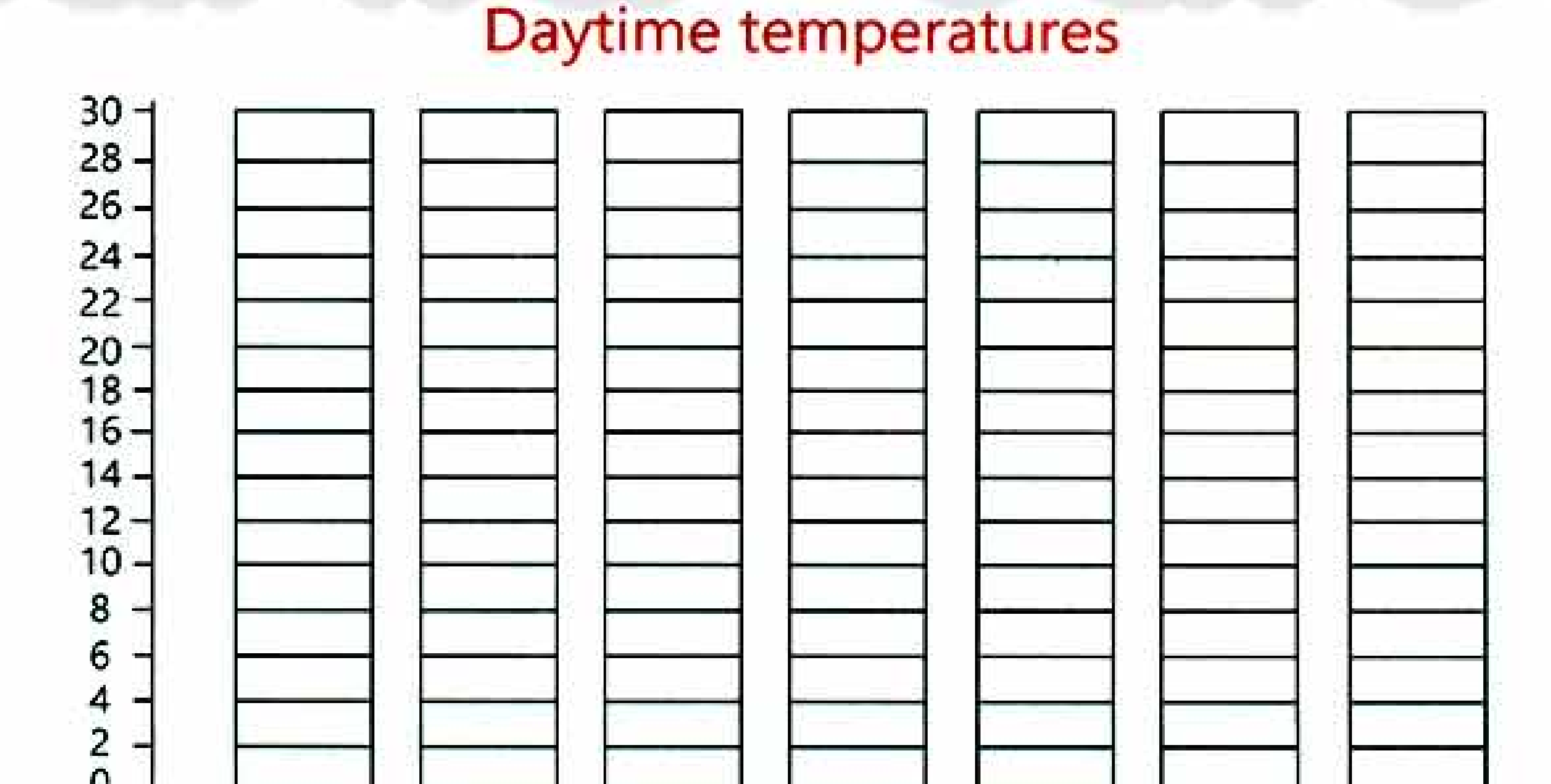


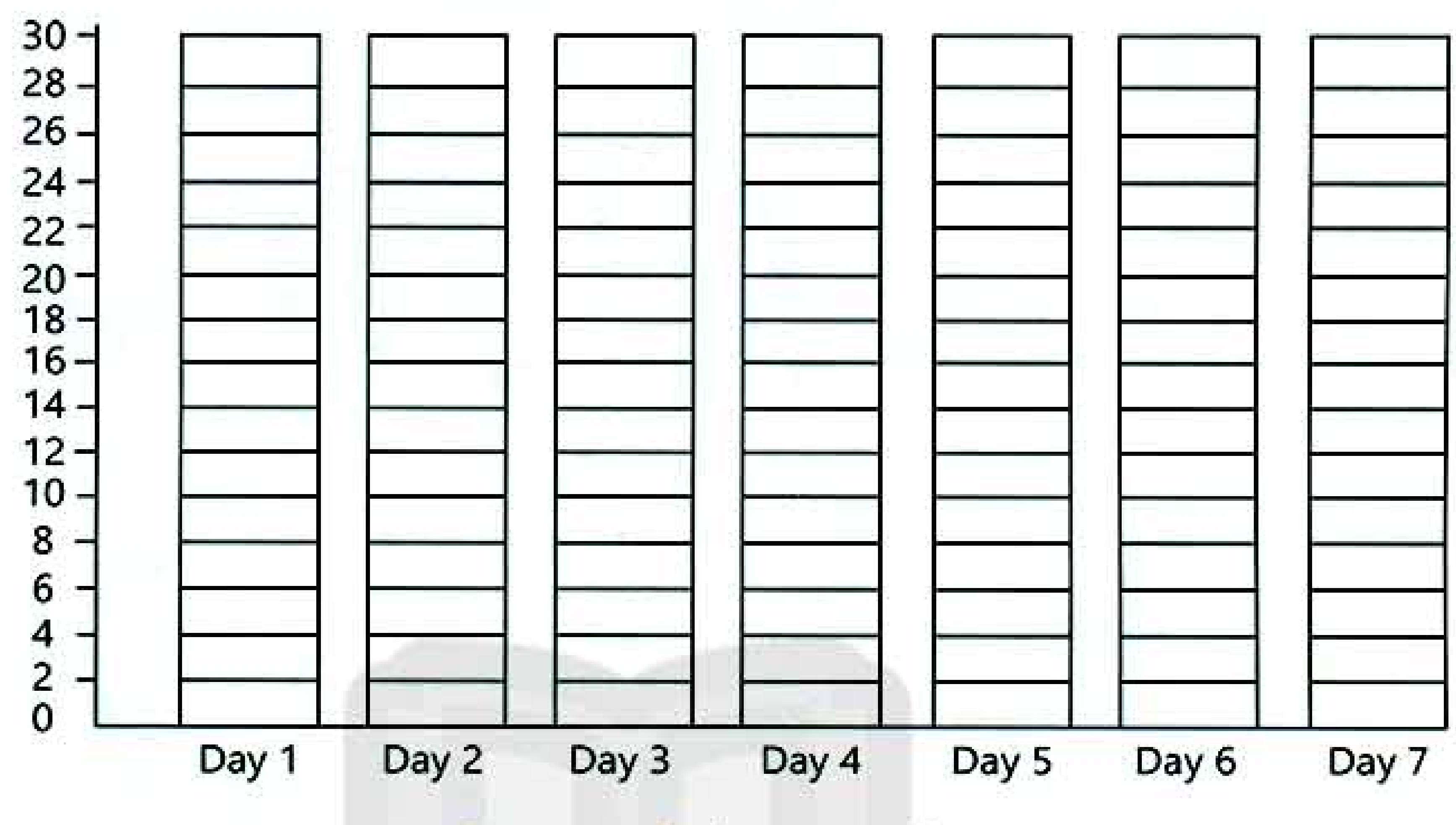
Use the following symbols to record what the weather is like in each city in the table.

Sunny  Cloudy  Rainy  Windy 

Egyptian cities	Weather	Distance from Home Town	Sites to see
Hurghada			
Qina			
Luxor			
Giza			
Tanta			

Use the numbers on the " My weather Report" page to graph the daytime temperatures you recorded below. On the next page , graph the nighttime temperatures. Then answer the questions.





Days of the week

(1) What is the highest temperature we recorded?

....

(2) What is the lowest temperature we recorded?

....

(3) What is the difference between the highest and lowest temperature?

....



How the world works

Chapter (2) : Cities And People of The Nile

Chapter 2



Lesson 1and 2

Are we Similar?

For Parents

Students will:

- Compare and contrast other cities to the local community.
- Create a bookmark to be used through out the chapter.

Vocabulary

Fiction	قصة	temple	معبد
Similar	متشابه – مماثل	carvings	نقوش
different	مختلف	explain	يشرح
decide	يقرر	Laugh	يضحك

? Share your friends and find How are you and your friends similar to and different:

We are similar because ....

....

....

We are different because ....

....

....

Read the story. Circle words you do not know.



Nour and Hossam are walking to school.
"We decided where we will go on our family trip," Nour says to Hossam.
"That is exciting," Sayes Hossam.
"Where are you going?"

"we are going to start at Aswan and visit the Philae Temple," Nour says.
"I have been there with my family," says Hossam. "It is fun to walk around inside the big temple. There are beautiful carvings on the walls."



"Next we will go to Valley of kings near Luxor. Then we will visit our aunt in Hurghada," explains Nour.
"Good, Samir will go swimming in Hurghada," adds Hossam.
"yes, Samir think he is a fish or sometimes a bird," laughs Nour.
"Finally, we will visit the Great Pyramids in Giza."
"It sounds like a very fun trip," sayes Hossam.
"I hope you will take many pictures."



Answer the following questions:

(1) What is the first city Nour and her family will visit?

....

(2) Which site has Hossam visited? What did he like about it?

....

(3) What is interesting near Luxor?

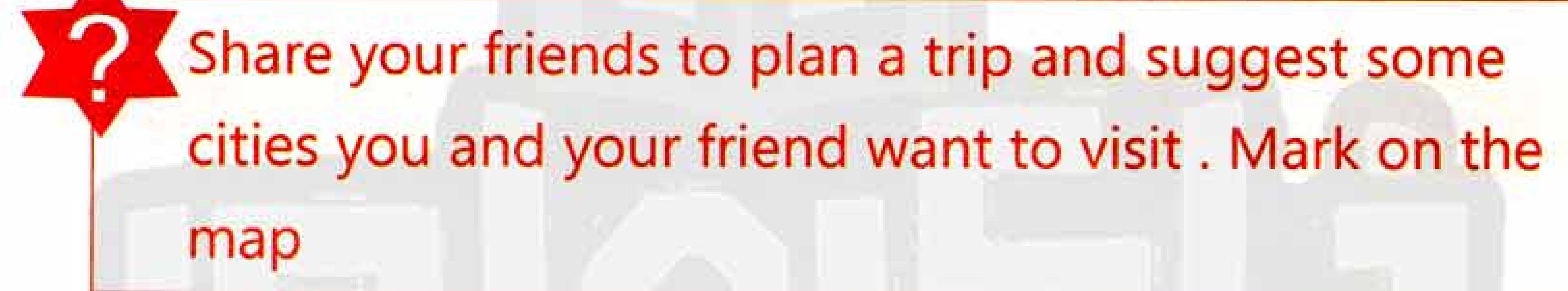
....

(4) Where does Nour's aunt live? What will Samir do there?

....

(5) What other sites is Nour's family planning to see?

....



Share your friends to plan a trip and suggest some cities you and your friend want to visit . Mark on the map

List the cities in the order that you will visit them

(1) ....

(2) ....

(3) ....

(4) ....

(5) ....

(6) ....



? Write the names of the cities in the order you will visit them. Record the type of transportation you will use to travel to the next city. Estimate and record the distance between cities.

Start: Home Town ....

Transportation ....

City 2 ....

Transportation ....

City 3 ....

Transportation ....

City 4 ....

Transportation ....

City 5 ....

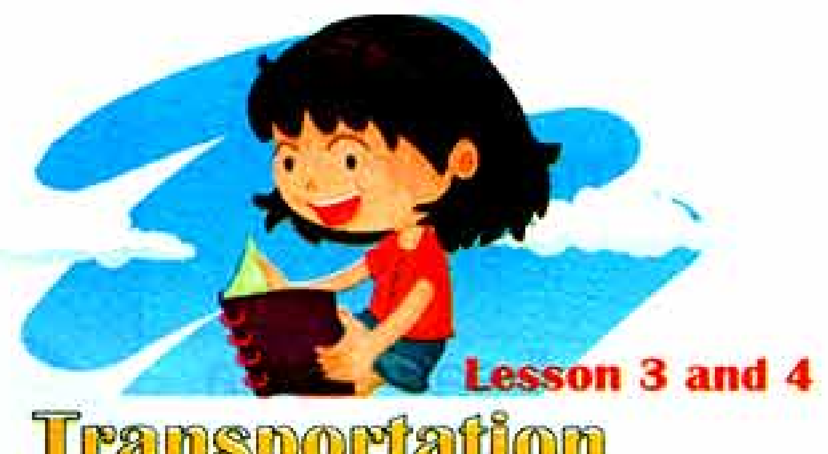
Transportation ....

City 6 ....

Transportation ....

What is the total distance travelled?

....



Lesson 3 and 4

Transportation For Nour's Trip

For Parents

Students will:

- Discuss types of travel available within and between cities.
- Determine how to travel from city to city on a trip through Egypt.
- Use a graphic organizer to record work.

Read the story. Circle words you do not know.

Nour and her family are going on a trip. Today they will decide how to go from their hometown to luxor. They plane to board a riverboat in Luxor.



Grandpa walks into the kitchen. "How will we get to Luxor?" he asks.

"We are trying to decide," answers Nour.

"We can take a plane, a train, or a bus,"says Sara.

"I want to take a plane. I want to fly in the sky," Says Samir. "Just like a bird. Zoom, zoom."

Samir runs around the room, flapping his arms.





"How will you decide?" asks Grandpa.
"we can think about how much it costs," Suggests Nour.
"Or how much time it takes," says Sara.
"Or if we get to fly like a bird," adds Samir, still flapping.
"These are good ideas, children,"says Grandpa. "Tell me what you decide."
"would anyone like a piece of kanafeh?" Grandma asks as she brings a plate of slices of kanafeh to the table.

Answer the following questions:

(1) Who enters the room at the beginning of the story?

....

(2) What are Nour, Sara, and Samir discussing?

....

(3) Where are they hoping to board the river boat?

....

(4) What are their options for getting there?

....

(5) What does Samir want to do?

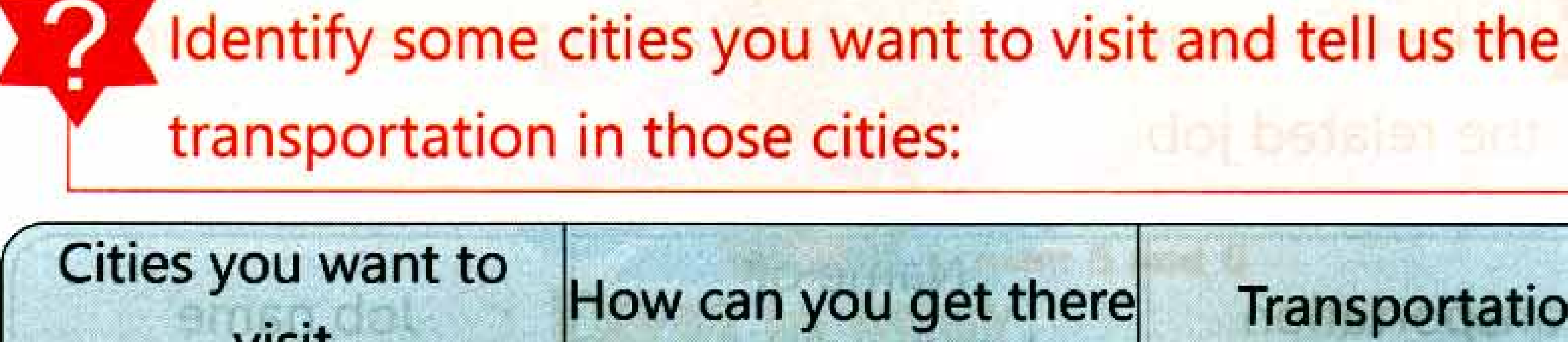
....

(6) Have they decided how to travel?

....

(7) What does Grandma bring at the end of the story?

....



Identify some cities you want to visit and tell us the transportation in those cities:

Cities you want to visit	How can you get there	Transportation
....	....	....
....	....	....
....	....	....
....	....	....

Draw pictures of the forms of transportation:

Write the name of the transportation picture, then write the related job.

Transportation	Name of transportation	Job name





Lesson 5 and 6

Egypt is busy

For Parents

Students will:

- Read informational text to learn about economic activity in Egypt.
- Identify various products made or grown in Egypt.

Vocabulary

agriculture	زراعة	bridge	كوبري
economy	إقتصاد	raw	خام
fabrics	أقمشة	cotton	قطن
mining	تعدين	dates	بلح
steel	فولاذ - صلب	busy	مشغول





In the following table put the products and crops in Egypt:

products	Crops
....	....
....	....
....	....
....	....

Write the names of four cities and tell us the products or crops are growing:

City	products	Crops are growing
....	....	....
....	....	....
....	....	....
....	....	....





Lesson 7 and 8

Unique places

For Parents

Students will:

- Identify unique aspects in pictures.
- Research cities,Looking for unique characteristics.
- Learn traditional Egyptian rhythms.

? Tell us about the things are unique in the following cities:

The city	The unique things
Cairo	....
Giza	....
Alexandria	....
Suez	....
Aswan	....

? Choose a city and draw a picture of important places and the unique things in . Write three sentences describing what is special about it:

....

....

....

Chapter 2



Lesson 9 and 10

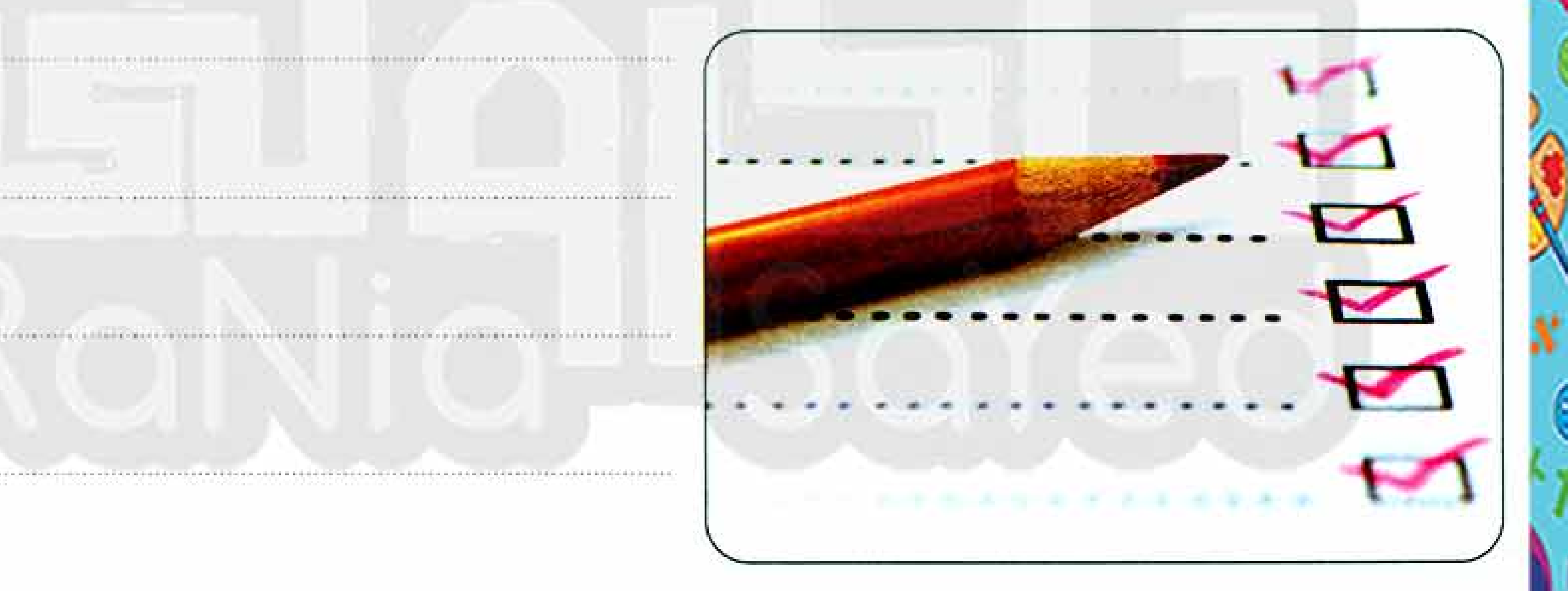
My book checklist

For Parents

Students will:

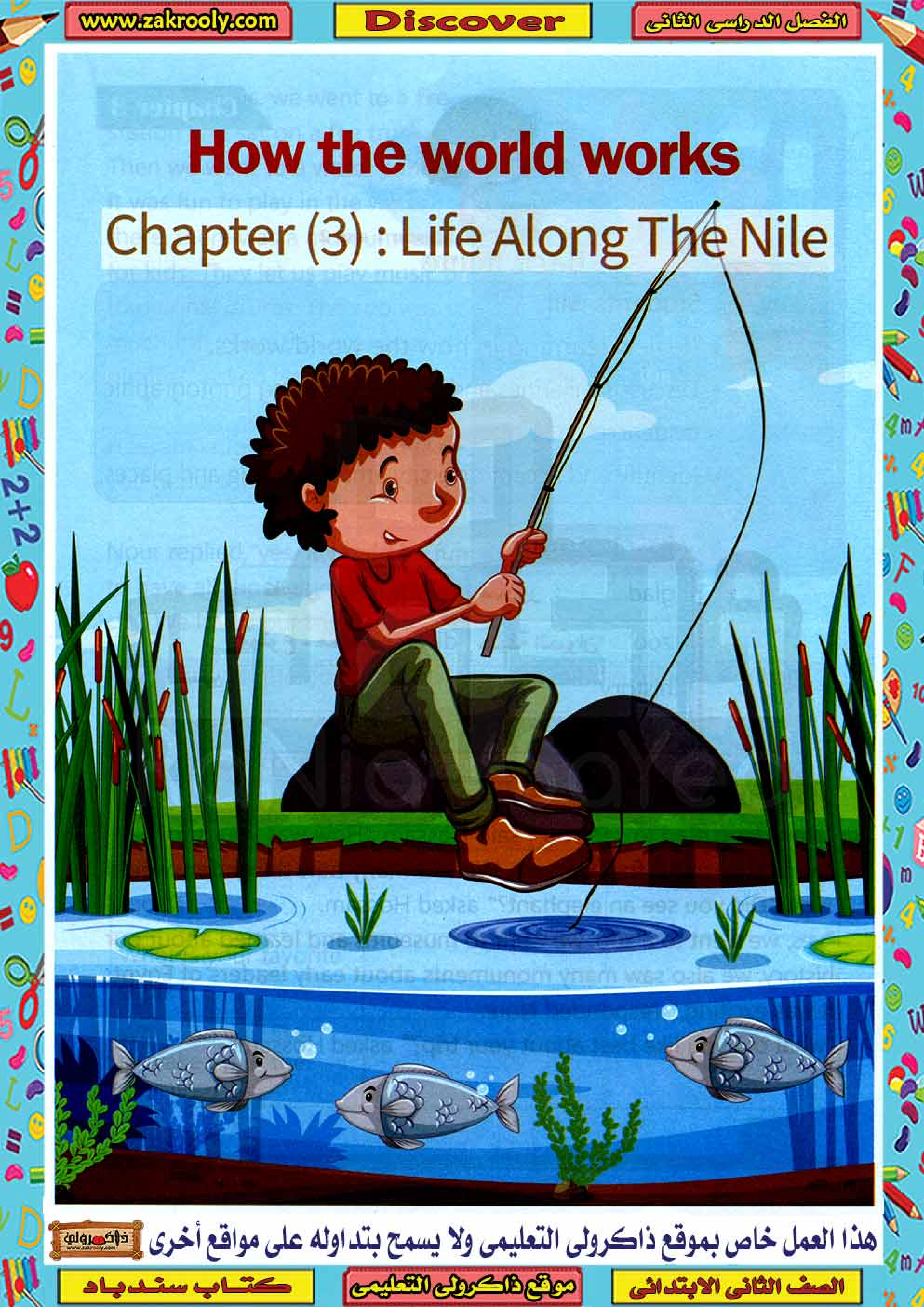
- Self – assess writing according to a checklist.
- Create illustrations that support writing.
- Design a book cover that represents the imaginary tour.

? Last week you visit a city . write what you did and you plan in your book checklist.



Create the cover for your book, Give it a title and write your name as the author and illustrator.

Review the cover which your friend make and write your opinion and remarks:



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Discover
الفصل الدراسى الثانى
How the world works
Chapter (3) : Life Along The Nile
هذا العمل خاص بموقع ذاكرولى التعليمى ولا يسمح بتداوله على مواقع أخرى
كتاب سندباد
موقع ذاكرولى التعليمى
الصف الثانى الابتدائى

Chapter 3



Lesson 1 and 2

Back home

For Parents

Students will:

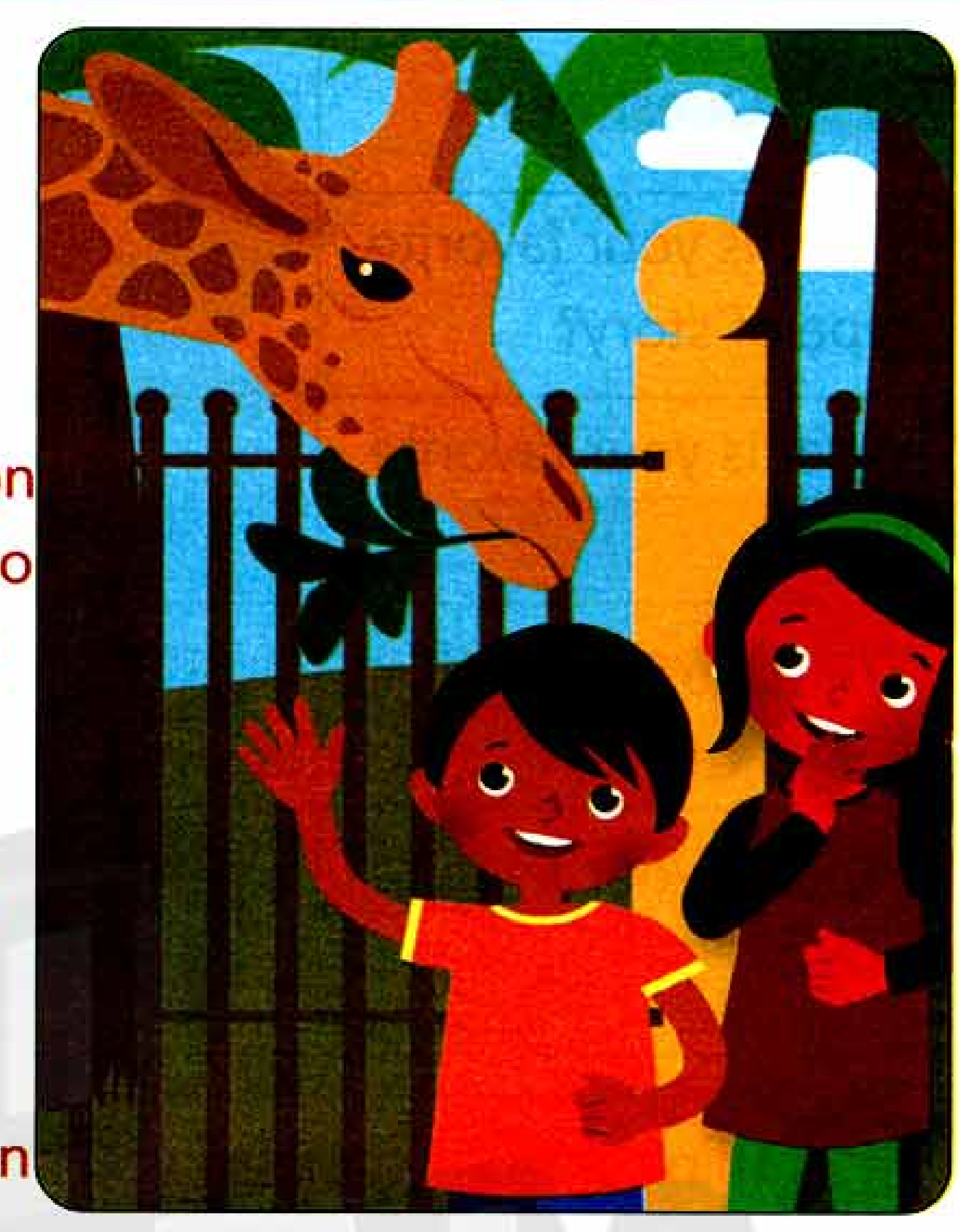
- Review learning in how the world works.
- Discuss similarities and differences using photographic evidence.
- Identify and accept diversity among people and places.

Vocabulary

glad	مسرور	traditional	تقليدي
zoo	حديقة الحيوان	diverse	ممنوع - مختلف
history	تاريخ		
leader	قائد		

Read the story :

"Nour. I am glad to see you," said Hossam. "How was your trip?"
"we had so much fun, Hossam. We saw many new things," answered Nour. "Did you see an elephant?" asked Hossam.
"yes, we went to a zoo. we went to museums and learned about our history. we also saw many monuments about early leaders of Egypt. It was exciting," responded Nour.
"what did you like best about your trip?" asked Hossam.



"lots of things. we went to a fire station and sat on a fire truck. Then we went to a water park. It was fun to play in the water there. there was a museum just for kids. They let us play music on traditional drums. The zoo was so much fun. Have you ever seen a giraffe?" asked Nour.

Hossam laughed. "It sounds like you had a lot of fun."

Nour replied,"yes. It would be fun to have all those things in one city. We loved our trip."

? Answer the questions below in the middle column. For each question, find different friend's answer, Record their answer in the last column.

Questions	My answers	My friend's name and answers
What is your favorite food?	....	....
What is your favorite sport?	....	....
When do you like to wake up in the morning?	....	....

Questions	My answers	My friend's name and answers
What is your favorite type of story?	....	....
What is your favorite song?	....	....
What is your favorite color?	....	....
What is your favorite place?	....	....

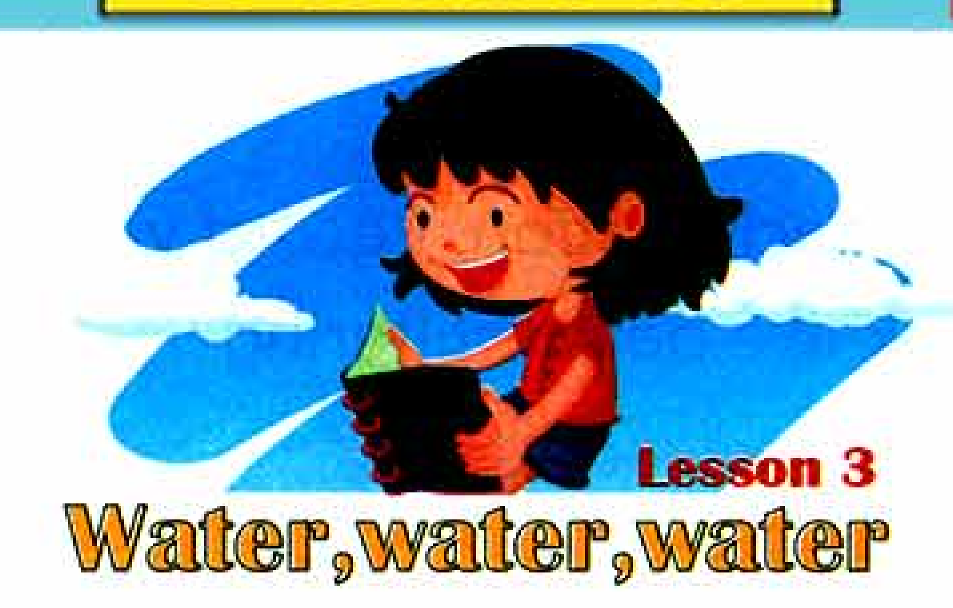
? Think about "How can you help your friend and the others"?

....
....
....

? Draw a picture of you being a steward today.

....
....
....





Lesson 3

Water,water,water

For Parents

Students will:

- Identify and discuss water sources.
- Describe how people and animals use water.
- Enumerate sources of water for people and animal.
- Experiment with water filtration.

(1) What are the importance of water?

....

....

....

(2) What are the resources of water?

....

....

....

(3) What are the uses of water?

....

....

....

(4) How do farmers water their fields?

....

....

....

Filtering water:

Follow the directions at each station. Record your observations.
What did the water look like before filtering?

....

....

....

Filter	Observations of water quality after filtering
Gravel	
Sand	
Filter paper	
Cotton	





Lesson 4

A visitor At School

For Parents

Students will:

- Discover what an aquatic biologist does.
- Investigate the aquatic ecosystem of the Nile River.
- Develop an understanding of the importance of good water quality.
- Devise a plan to help keep local water sources clean.

Vocabulary

aquatic	مائي	soft-shelled turtle	السلحفاه المائية
aquatic biologist	عالم في علم الماء	shy	خجول
ecosystem	نظام بيني	huge	ضخم
reptiles	زواحف	aquatic life	الأحياء المائية

Read the story. Circle words you do not know.

Nour and Hossam walked to school.
A women was talking to thier teacher outside of the school. The teacher looked yp and saw Nour and Hossam.
"Good morning, Nour and Hossam," the teacher said."this is Dr.Nora.Dr. Nora is an aquatic biologist. She is here to speak to our class about life in the Nile River."
"Good morning, children,"said Dr. Nora.





"Have you ever seen a soft-shelled turtle?"
Dr. Nora held out her phone. Nour and Hossam could see a picture."The turtles are very shy,"she said.
"wow," said Nour and Hossam together. They had never seen such a big turtle."He's huge," Hossam said.
"Does he bite?" Nour wondered out loud."He will not bite you," Dr. Nora answered."I will show you more aquatic life in class today,"Dr. Nora said, smiling.



Answer the following questions:

(1) Who is the visitor to the class?

....

(2) What do you think an aquatic biologist does? Why do you think that?

....

(3) How is the pictured turtle unique?

....

(4) What question would you ask Dr.Nora if she visited our class?

....



Write the kinds of fish live in Nile River

....

....

....



Chapter 3

Lesson 5

Egypt is growing

For Parents

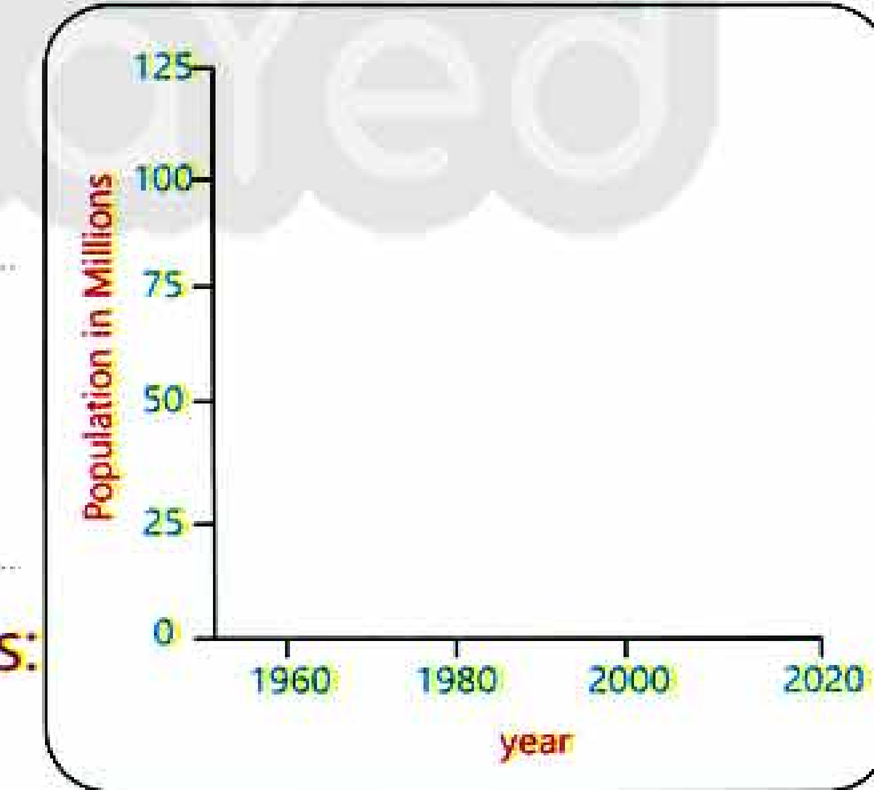
Students will:

- Determine a pattern from chart data.
- Identify ways to conserve water and energy.

Vocabulary

conserve	حفظ	garbage	قمامة
Natural resources	مصادر طبيعية	Reuse	إعادة إستخدام
Population	تعداد سكان	fuel	وقود
energy	طاقة	Rid	التخلص

Look at the chart during the class discussion. Answer the questions.



Based on this data, in what year was the population of Egypt the smallest?

....

In what year was the population the largest?

....

Circle the correct answer, The population is:

(1) Getting bigger

(2) Getting smaller

(3) Staying the same

Give some ideas about how can you save water

....

Chapter 3



Lesson 6 and 7

Our city plan

For Parents

Students will:

- Design a plan for a model city.
- Consider how the different parts of a city can be arranged.

(1) Share your friend and plan a model city.

....

....

....

(2) Explain how you plan to conserve electricity in your city.

....

....

....

Chapter 3

Lesson 8 ,9 and 10

For Parents

Students will:

- Utilize peer feedback to improve writing.
- Set specific goals to complete assigned tasks.

Complete your final poster below .use words and images to communicate your conservation plan or campaign.

Think about your cooperation today. Complete the sentences below:

(1) I showed cooperation when I ....

(2) I worked as a team member by ....

(3) I listened to other ideas when ....

(4) I am proud of my work because ....



Theme 4
Communication
Chapter (1) : Communicating in a community



Lesson 1 and 2

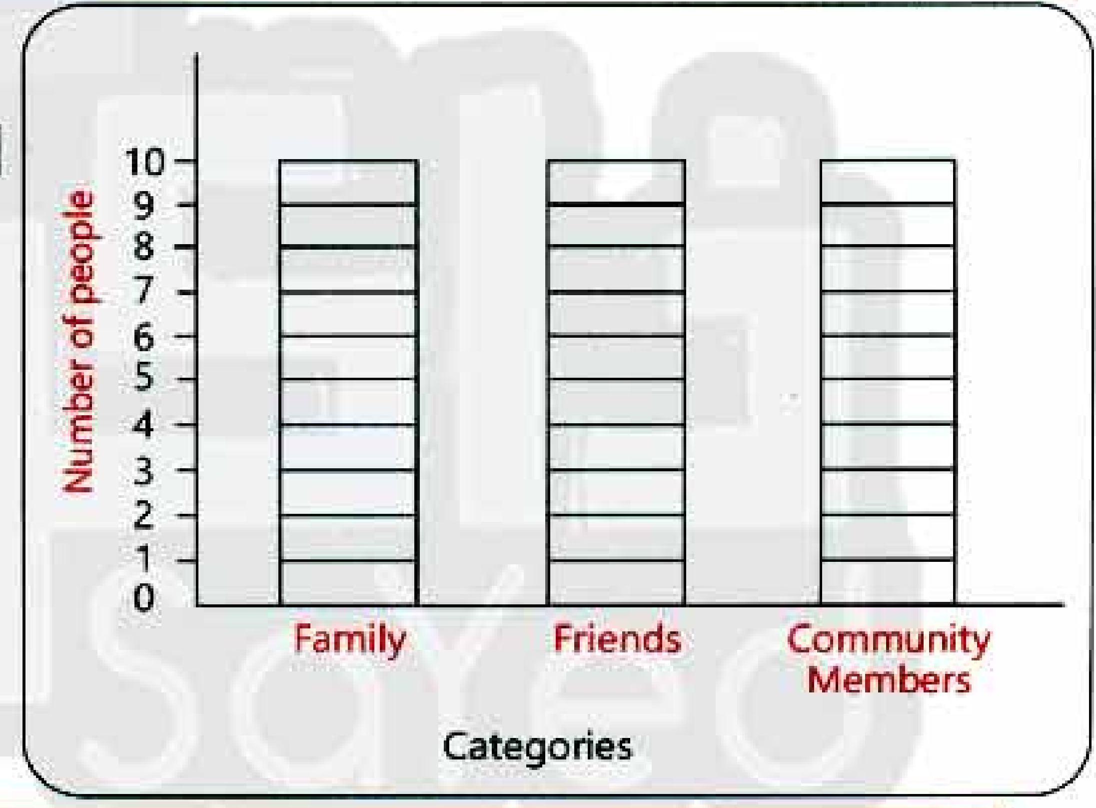
Communicating

For Parents

- Discover ways of communicating on a daily basis at home.
- Categorize conversations.

? Make a list of the people you have communicated with so far today. Then, categorize the data to complete the graph below.

Complete the bar graph to show how often you have communicated with each category.



? Draw and write to tell about a time you communicated with a family member for help in solving a problem.

Chapter 1

Lesson 3 and 4

Mailing A letter

For Parents

- Discover how technology can facilitate communication in the community (cell phones ,email ,and so on).
- Practice using different formats of written communication.

? Practice addressing the envelope. Then, design a stamp.

....

....

....

....

....



Send an email to your friend.

To ....

Subject ....

....

....

....

....

Send

Write what is the differences between mail and email.

Mail	Email
....	....
....	....
....	....
....	....





Lesson 5 and 6

For Parents

- Use conversation to solve problems with peers, siblings, and parents.
- Demonstrate how to use verbal and nonverbal forms of communication.

Vocabulary

Gesture إشارة	Backpack حقيبة الظهر	courtyard ساحة - فناء
Verbal غير شفوى	Mistake خطأ	cubby حجيرة
Nonverbal شفوى	Silly سخيف	
Tone لهجة - نغمة	left يسار	

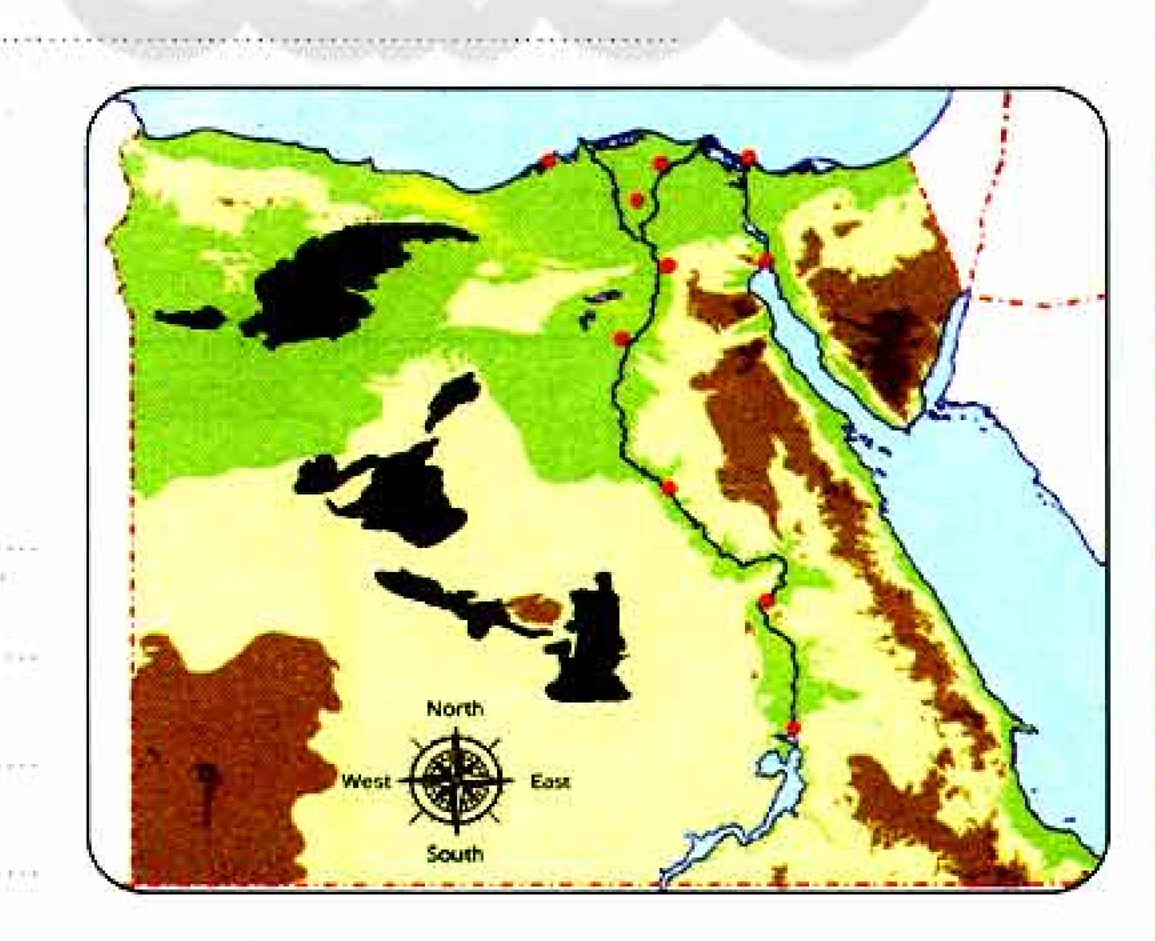
? Write the names of roads where near your house .

....

....

....

? put your town on the map and write the near towns around .



....

....

....

....

Chapter 1



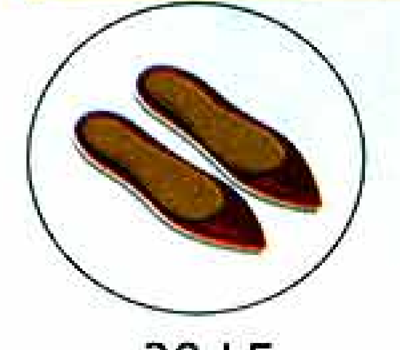
Lesson 7,8,9 and 10

Cashier and customer

For Parents

- Analyze purposes for communication in the community.
- Apply math in real – life scenarios.

? You have 70 pounds what the following things can you buy ?



30 LE
Shoes



35 LE
T- shirt



15 LE
book

? You have 40 pounds what the following things can you buy ?



5 LE
Cola



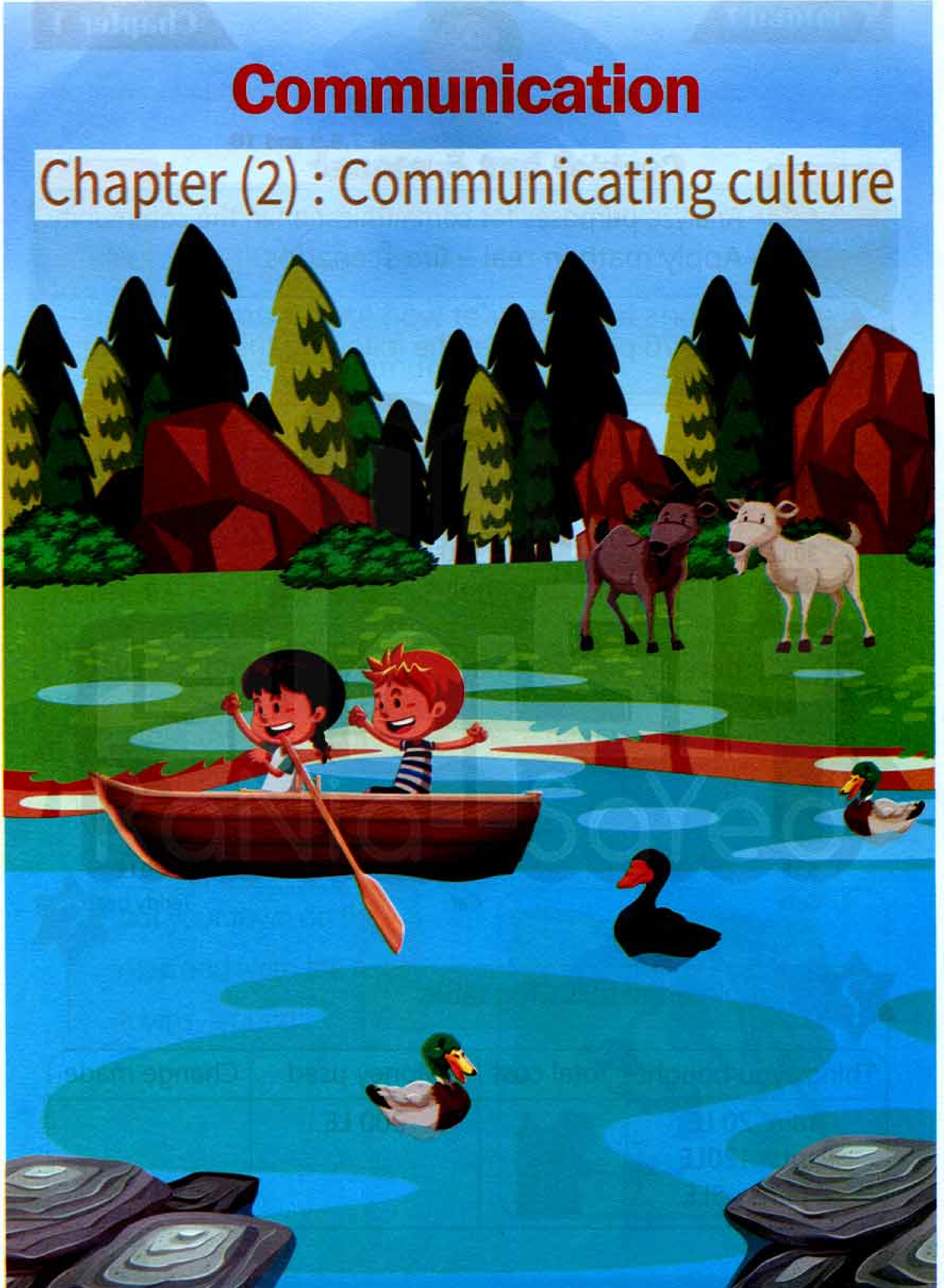
20 LE
Car



30 LE
Teddy bear

? Complete the following table:

Things you bought	Total cost	Money used	Change made
Train 20 LE Pants 120LE 2 pens 5LE		200 LE	


Communication
Chapter (2) : Communicating culture

Chapter 2



Lesson 1 and 2

Nour celebrates

For Parents

- Define culture.
- Identify ways of showing a belonging to Egypt.
- Describe participation in a community event.

Read the story. How are Nour's celebrations similar to your own ?

Nour quickly put on the new clothes she just received. She was ready to go out and celebrate Eid Al Fitr with her friends in the community. Today was the third day of Eid Al Fiter and she could not wait to get to the carnival. Hossam was going to meet her there with his family.



She enjoyed seeing all the coloful lanterns lining the street, and eating the traditional cookies. The performers were always fun to watch. But Nour's favorite thing to do was listen to storytellers tell traditional folktales. She also loved hearing the stories that her grandma would tell her.

Answer the following questions:

(1) What were some ways Nour celebrated Eid AL Fitr in her community?

....

(2) Who did Nour celebrate with?

....

(3) Did you hear ways that were the same as how you celebrate in our community?

....

Write the names of roads where near your house .

....
....
....
....

Draw a picture about how your community celebrates Ramadan.

Ask your friend how he\she and his\her family celebrate Sham EL-Nessim. Then write and draw what he says.

....
....
....
....



Lesson 3 and 4

Hossam's New Sham EL-Nessim

For Parents

- Describe how traditions evolve over time.
- Explain how compromise benefits the development of new traditions within a culture.
- Discover how traditions are influenced by different regions in Egypt.

Read the story :

Tomorrow is Sham El-Nessim and Hossam will be celebrating in cairo for the first time. "what wiil your family do tomorrow? Do you want to come over and decorate eggs with me?"Nour asks.

"I guess so,"replies Hossam,"but is will be different this year. My family has a tradition of spending the day at the beach. But that was when we lived in Hurghada. Now that we are in cairo,I do not know what we will do."



Nour thinks qualiety. Then She says,"you can come with my family to the park."

"Thank you, but my family loves to be near the water on the holiday. I wish I had a good idea for a new tradition," Hossam says.

Answer the following questions:

(1) What tradition do Nour and Hossam's families have in common?

(2) How does Hossam feel in the story ?

(3) How does Nour expect he will feel?

(4) What is the problem that Hossam describes?

Read the story :

Nour did not like seeing her friend so sad. When Nour gets home, she tells her mom about Hossam. She wants to make sure Hossam has a great first Sham El-Nessim in Cairo.

"Mom,can Hossam's family celebrate with us?" Nour asks.

"Of course they can, but you said that he does not want to go to the park," says Nour's mom.

Nour thinks some more and then has a great idea."Mom, what if we tried something different this year?" says Nour.



"Maybe, but we love being outside at the park," replies Nour's mom.

"what if we were outside on the Nile instead? Remember when we took the boat ride for grandma's birthday? We can spend the day outside on the Nile. That way, Hossam's family can be near the water too," exclaims Nour.

"Wow, what a great idea. you combined part of our tradition and part of your friend's tradition.

We can try something new this year,"says Nour's mom.



Analyzing traditions:

Write in complete sentences to answer the questions :

(1) How were Hossam's traditions and Nour's traditions similar and different?

....

....

....

(2) How were Hossam's traditions and Nour's traditions influenced by where they live?

....

....

....

(3) How did their two different traditions combine to fit the culture of where they live now ? (in cairo)

....

....

....

(4) Tell us about your city .How does the people celebrate in different occasions ?

....

....

....

(5) Compare the culture in the region you researched to the local culture. Record notes on similarities and differences below.

....

....

....





Lesson 5 and 6

Egyptian national anthem

For Parents

Students will:

- Analyze the national anthem.
- Create lyrics to a song to describe a community's culture.
- Play musical instruments with their original song.

Vocabulary

Anthem	النشيد الوطنى	Reed pipe	مزمار
Lyrics	قصائد غنائية	Bagpipe	مزمار القرية
Strip	شريط	Pottery	فخاريات
Values	قيم	Textiles	منسوجات
Clues	أفكار- خيوط	Handicrafts	حرف يدوية
Folk	شعبى		

Complete :

(1) If we know there are .... In the .... Regions

(2) What can be made from palm tree leaf stalks and wool?

....

(3) Write a research in the following:

How can resources influence art and music in different regions around Egypt?

....

....

Chapter 2



Lesson 7 and 8

Folktales



For Parents

Students will:

- Describe characteristics of Egypt's environment revealed in folktales and stories.
- Create an original piece of art from weaving.



? Tell us a Folktale you know.

....

....

....

....

? Draw a kind of art in a region of Egypt.

Chapter 2



Lesson 9 and 10

Culture splash

For Parents

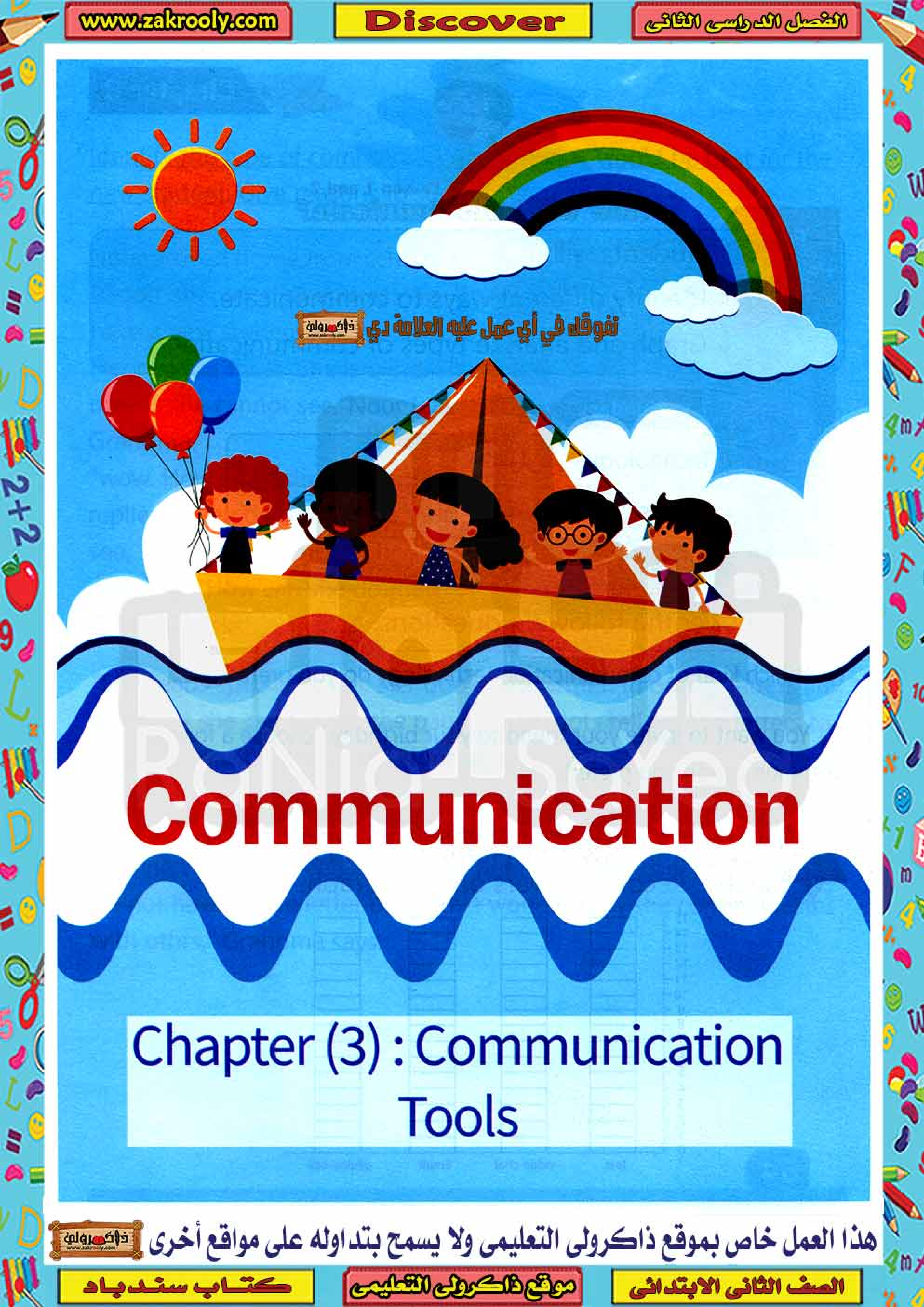
Students will:

- Collaborate to create an artistic project that reflects values and culture of home.

? Talk about your culture and your friend in another city.

My culture	My friend's culture
....	....
....	....
....	....
....	....

? Plan your music or artwork to communicate your culture.



Communication

Chapter (3) : Communication Tools

Chapter 3



Lesson 1 and 2

How will I communicate?

For Parents

Students will:

- Identify different ways to communicate.
- Graph and analyze types of communication.

Vocabulary

Technology تكنولوجيا	
Access مدخل وصول	
Types أنواع	

Answer the following questions:

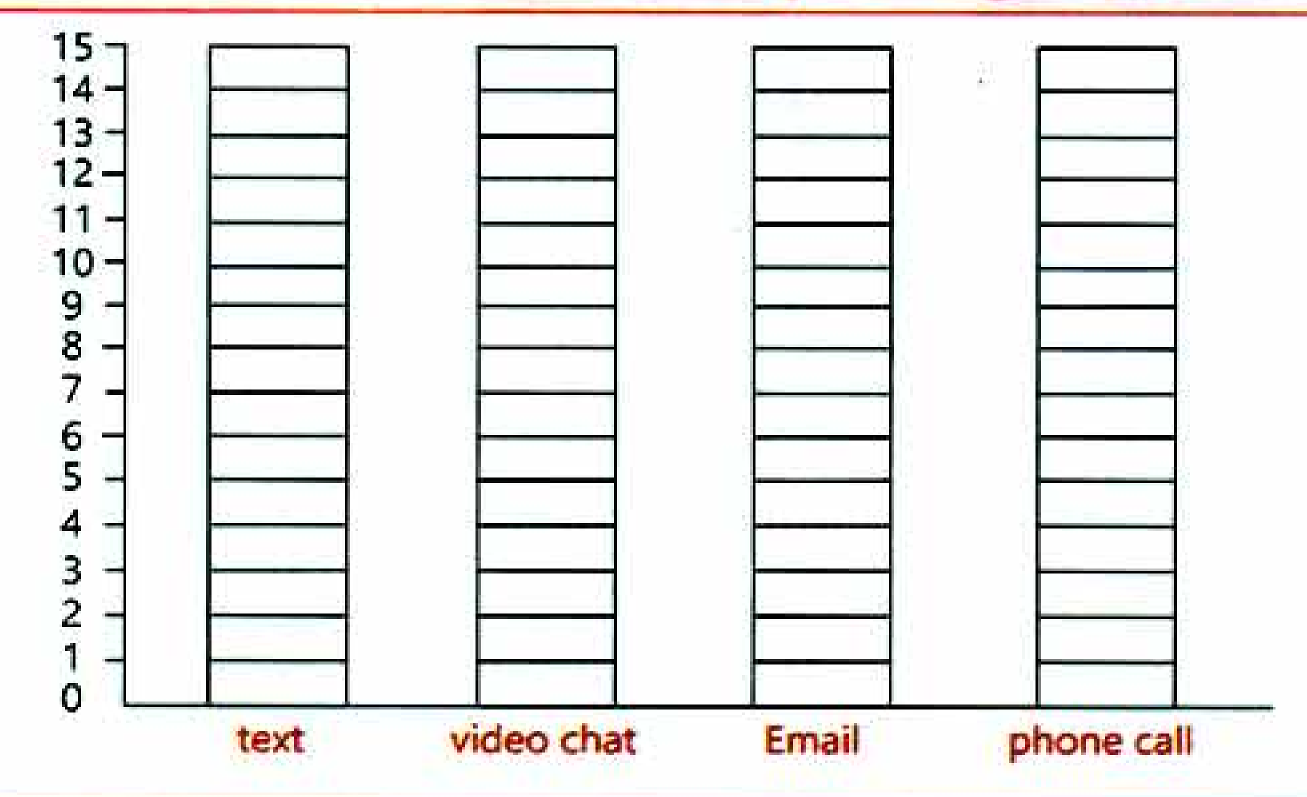
(1) Which kind of communication technology do you prefer?

....

(2) You want to invite your friend to your birthday.(choose a form of communication you prefer).

....

Ask your friends which form of communication they prefer. Record answers on your graph.



Read the story :

Identify the type of communication you think would be best for the new student. Give reasons to support your answer.



Nour arrived home from school. "Good afternoon, Grandma. We have a new students in our class. Her name is Rana. She is blind. That means she cannot see,"Nour tells Grandma.

"wow. How interesting"Grandma replies. "Even though she cannot see, she can still read," Nour exclaims. "How can she do that?" Grandma asks.

"She reads special books. Her books are written in braille. letters are dots that she can feel on the page. Those dots tell her the letters to make words. It is amazing!" Nour says.

"That is indeed amazing. So instead of looking at the words and reading them, she feels the words. But our coputers and cell phones do not have braille letter on them. I wonder how she communicates with othrs," Grandma says.



Answer the following questions:

(1) How does Nour react to what she learns about her new classmate?

....

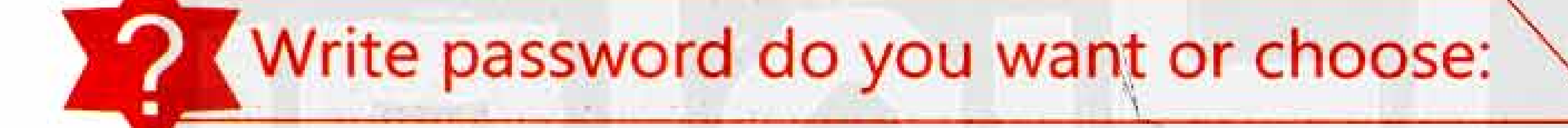
(2) How did Nour's grandmother react to Nour's news?

....



Circle the passwords that are strong passwords. Write to explain one of your choices.

Password Rules
1- Longer than& characters
2- Includes numbers and letters
3- Includes symbols, such as @ # &



Write password do you want or choose:

....

....

....





Lesson 3 and 4

Communication long ago

For Parents

Students will:

- Discover codes used to send messages over long distance.

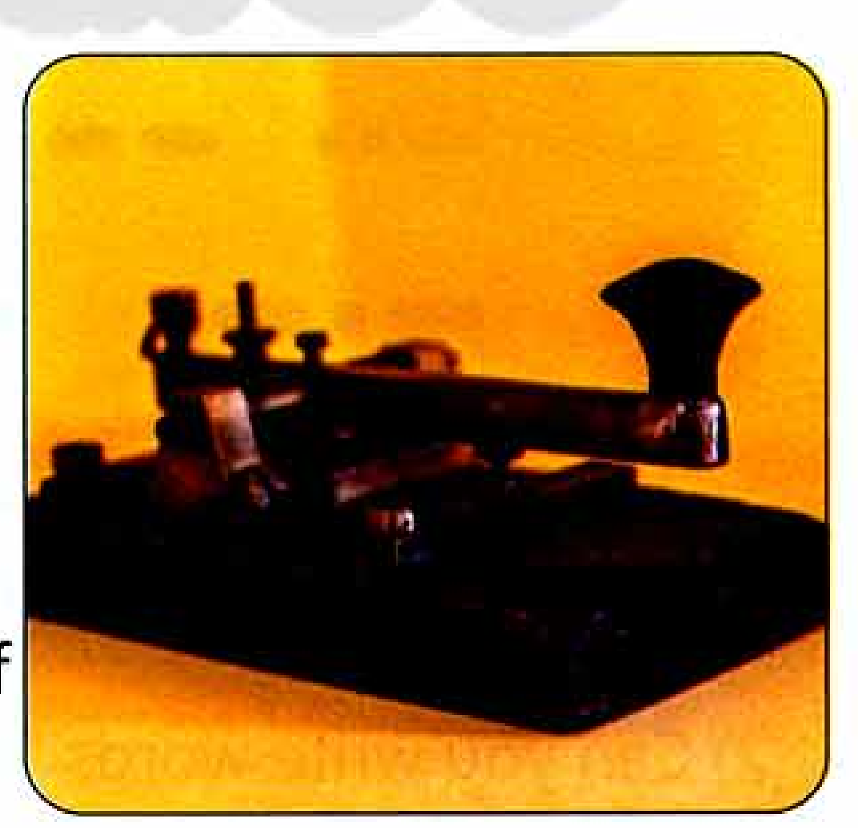
Read to learn about communication long ago

Smoke signals



Long ago, people realized they could communicate using fire or smoke. Smoke from a fire can rise in different sizes, location, colors, and patterns. Smoke can be used as a code to communicate a message. The message an be sent over a great distance, as long as the smoke is visible. If the distance is too great, a series, or relay, of fires can be used.Today, coloful smoke is still used to commuunicate in emergencies.

Telegraph



Before there was a telephone, people could use a telegraph to communicate a message over a long distance. A telegraph sends a series of short and long clicks. The clicks are sent in patterns that can be matched to letters. Every letter is assigned a unique pattern. The person on the end of the clicks to spell words. The code used to send a message over a telegraph is called Morse code.



Answer the following questions:

(1) Would you believe that long ago, people used smoke and fire to communicate over a distance?

....

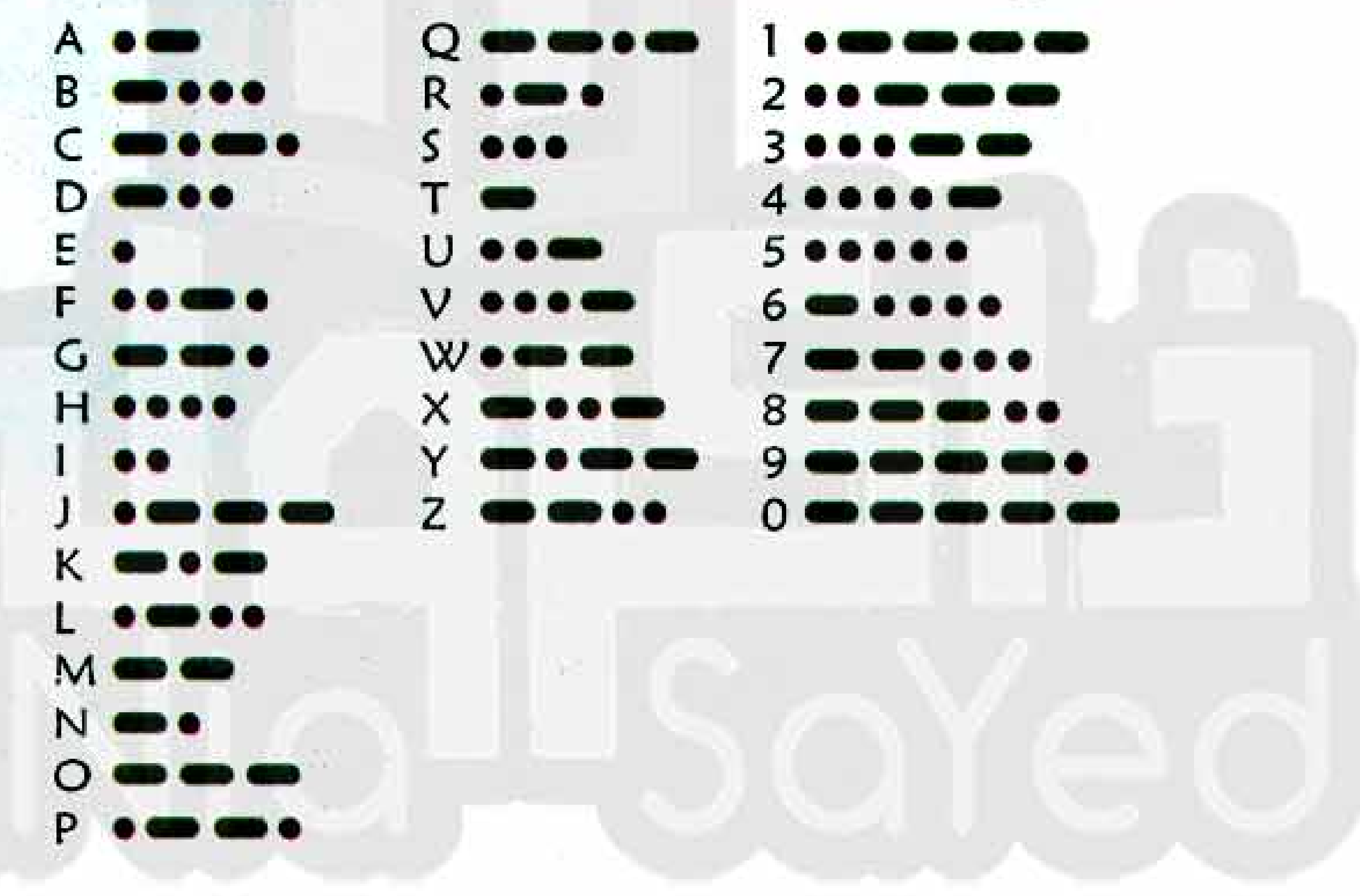
(2) How do you think people were able to use smoke to communicate a message?

....

Morse code:

Morse code is meant to be used with sounds .It is a pattern of dots and dashes.

A dot means a short click, and a dash means a long click



−·· −−− −−·

−·−· ·− −

−·− ·· −··

(1) Can you write the word "dog" in Morse code?

....

(2) Can you write words "tree- cat- dad" in Morse code?

....



Chapter 3

Lesson 5 and 6

Secret light message

For Parents

Students will:
- Describe ways to communicate using Light.
- Investigate how light can be blocked or pass through different materials.

Vocabulary

block عرقلة - يمنع	
interfere تدخل	
properties خواص	
Reflect يعكس	

Complete the statements to communicate a secret message using light.



Turn Light off and on .... times.

....

means : ....

Turn light off and on .... times.

means : ....



Tell us 3 things that allow light to pass through

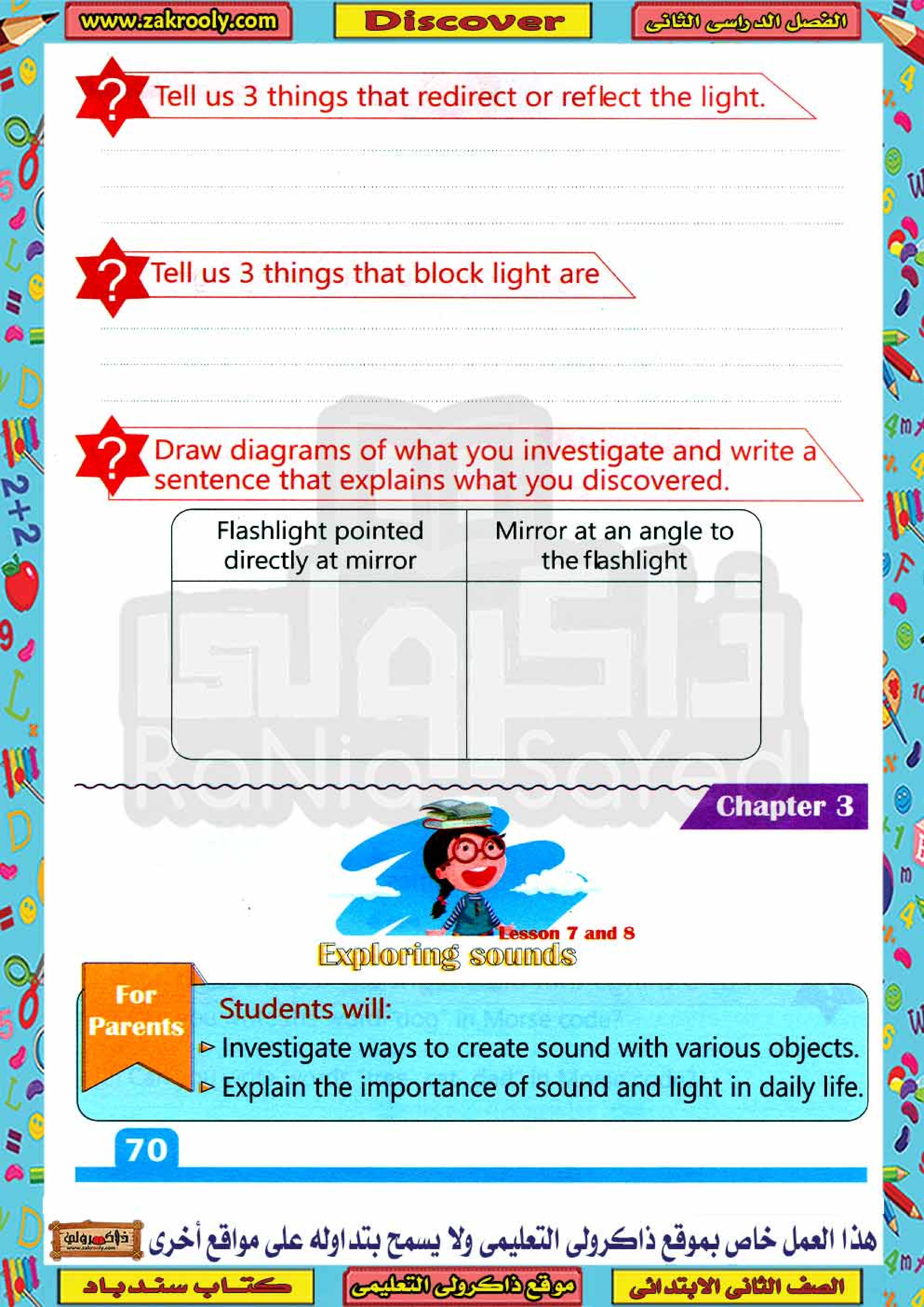
....

....

....







? Tell us 3 things that redirect or reflect the light.

....

....

....

? Tell us 3 things that block light are

....

....

....

? Draw diagrams of what you investigate and write a sentence that explains what you discovered.

Flashlight pointed directly at mirror	Mirror at an angle to the flashlight

Chapter 3

Lesson 7 and 8

Exploring sounds

For Parents

Students will:

- Investigate ways to create sound with various objects.
- Explain the importance of sound and light in daily life.

? Tell us the things that make the sound.

....

....

....

? Test different objects in the classroom to see what sounds they make. Record the name of object and the sound it makes. if no sound is observed , write "none" in the sound column.

Object	Sound
....	....
....	....
....	....
....	....
....	....

? How did Louis Braille invent his system?

....

....

....

A B C D E F G H I J

K L M N O P Q R S T

U V W X Y Z



Lesson 9 and 10

Classroom code plan

For Parents

Students will:

- Apply learning to develop a method of communicant using sound or light.

? Record the messages you will communicate and how your tool and code will work.

Our message will be:

....

....

....

....

? How our code works ? draw and write:

____

____